

## STONE ACADEMY

115 Randall Street  
Greenille, SC 29609

**GRADES** K-5 Elementary School

**ENROLLMENT** 498 Students

**PRINCIPAL** Ed Holliday 864-241-3257

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	19	1	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Good	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Good	Unsatisfactory	Yes

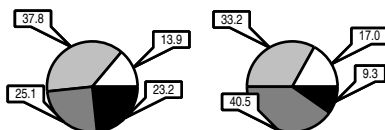
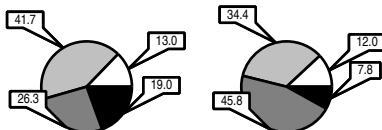
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

70.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	269	99.3	17.0	33.2	40.5	9.3	61.8	Yes	Yes
<b>Gender</b>									
Male	113	98.2	21.9	40.0	34.3	3.8	51.4		
Female	156	100.0	13.6	28.6	44.8	13.0	68.8		
<b>Racial/Ethnic Group</b>									
White	171	100.0	5.3	32.4	50.0	12.4	77.6	Yes	Yes
African-American	94	97.9	41.2	36.5	20.0	2.4	28.2	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	226	99.6	12.2	35.7	43.0	9.0	64.7		
Disabled	43	97.7	44.7	18.4	26.3	10.5	44.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	269	99.3	17.0	33.2	40.5	9.3	61.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	269	99.3	17.0	33.2	40.5	9.3	61.8		
<b>Socio-Economic Status</b>									
Subsidized meals	88	97.7	45.6	36.7	16.5	1.3	25.3	Yes	Yes
Full-pay meals	181	100.0	4.4	31.7	51.1	12.8	77.8		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	269	100.0	13.9	37.8	25.1	23.2	61.8	Yes	Yes
<b>Gender</b>									
Male	113	100.0	16.2	40.0	21.0	22.9	59.0		
Female	156	100.0	12.3	36.4	27.9	23.4	63.6		
<b>Racial/Ethnic Group</b>									
White	171	100.0	4.7	32.4	31.8	31.2	79.4	Yes	Yes
African-American	94	100.0	32.9	50.6	12.9	3.5	24.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	226	100.0	9.5	38.9	28.1	23.5	65.6		
Disabled	43	100.0	39.5	31.6	7.9	21.1	39.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	269	100.0	13.9	37.8	25.1	23.2	61.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	269	100.0	13.9	37.8	25.1	23.2	61.8		
<b>Socio-Economic Status</b>									
Subsidized meals	88	100.0	38.0	46.8	10.1	5.1	24.1	Yes	Yes
Full-pay meals	181	100.0	3.3	33.9	31.7	31.1	78.3		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	92	100.0	10.5	19.8	51.2	18.6	69.8
	<b>Grade 4</b>	98	100.0	8.7	37.0	51.1	3.3	54.3
	<b>Grade 5</b>	91	100.0	26.7	40.7	32.6	N/A	32.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	74	98.7	16.7	20.8	41.7	20.8	62.5
	<b>Grade 4</b>	96	99.0	15.1	28.0	49.5	7.5	57.0
	<b>Grade 5</b>	99	100.0	20.0	47.4	30.5	2.1	32.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	92	100.0	8.1	30.2	22.1	39.5	61.6
	<b>Grade 4</b>	98	100.0	9.8	29.3	40.2	20.7	60.9
	<b>Grade 5</b>	91	100.0	17.4	30.2	32.6	19.8	52.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	74	100.0	13.9	43.1	20.8	22.2	43.1
	<b>Grade 4</b>	96	100.0	14.0	34.4	24.7	26.9	51.6
	<b>Grade 5</b>	99	100.0	14.7	36.8	28.4	20.0	48.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 498)				
First graders who attended full-day kindergarten	100.0%	N/C	96.2%	100.0%
Retention rate	1.4%	Down from 2.5%	1.9%	2.7%
Attendance rate	97.2%	Up from 97.0%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.9%		2.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.1%		2.6%	3.5%
Eligible for gifted and talented	46.0%	Down from 50.2%	26.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Up from 5.5%	6.9%	8.2%
Older than usual for grade	0.0%	Down from 0.2%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	39.4%	Down from 48.4%	54.2%	51.4%
Continuing contract teachers	90.9%	Down from 93.5%	87.9%	87.5%
Highly qualified teachers**	96.7%	N/A	96.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.4%	Down from 92.2%	87.6%	86.7%
Teacher attendance rate	95.7%	Down from 98.2%	95.4%	94.9%
Average teacher salary	\$41,382	Up 1.3%	\$42,442	\$40,760
Prof. development days/teacher	7.5 days	Up from 5.0 days	11.1 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	No change	20.6 to 1	18.9 to 1
Prime instructional time	91.9%	Down from 94.5%	91.1%	90.0%
Dollars spent per pupil*	\$5,647	Down 7.5%	\$5,605	\$6,044
Percent of expenditures for teacher salaries*	61.5%	Down from 62.6%	66.3%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Stone Academy is an inner-city Arts Magnet School of 510 students that serves a downtown neighborhood assigned to the school and students from across the district who apply to attend. Approximately 33% of students qualify for free/reduced lunch, 45% are magnet students and 49% of students in grades three, four, and five qualify for Challenge. Our free/reduced lunch students increased from 29% to 33% because of changes in the student assignment plan. We designated the 2003 PACT data as our baseline data in setting goals for growth in student achievement. This baseline data showed a strong need to address the achievement of our low socio-economic groups of students, as well as continuing to address the needs of all of our students. To aid us in this endeavor, four Vision Planning Committees were formed to address our four school-wide goals: I. Improved student achievement in reading; II. Improved student achievement in math; III. Improved student achievement in technology; and IV. Improved student achievement through improved communication, parent involvement and parent understanding. Each committee is represented by a teacher from each grade level, a related arts teacher, at least one SIC member and parents and committees met monthly. Having all stakeholders represented led to great accomplishments throughout the year, such as Homework Night for low socio-economic parents, 8 computer nights for our low socio-economic parents and their families, a community-wide Dr. Seuss celebration, an after-school math program and auxiliary small group reading program for at risk students, and a strong tutoring program from a local university, local businesses and parents.

Stone Academy has been designated an Arts in the Basic Curriculum Advancement Site by the South Carolina Arts Commission.

Stone has an exemplary writing program evidenced by daily writing instruction across the curriculum and published student work. This year 16 students were published or received honorable mention in the Greenville News Kids Page, 8 student poetry cards were published, 17 students were chosen to be published in A Celebration of Young Poets, earning us the "Poetic Achievement Award" from Creative Communication, Inc, based on the quantity and quality of poems published.

Ed Holliday, Principal  
Regina Coulomb, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	24	94	52
Percent satisfied with learning environment	100.0%	90.4%	98.0%
Percent satisfied with social and physical environment	100.0%	92.3%	96.2%
Percent satisfied with home-school relations	95.8%	92.3%	90.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.